

Assessment Policy

Introduction

Effective assessment provides information to improve HPL teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our weekly plans on a detailed knowledge of each pupil. We give parents regular updated targets so that teachers, children and parents are all working together to raise standards for all our children to move their learning on.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

We use our schools Curriculum Framework, which details what is to be taught to each year group, together with our school mission statement and child friendly motto, which identify the aims and values of our school, and allow us to guide our teaching and help identify opportunities for assessment.

We plan our lessons with clear learning objectives, based upon the teacher's detailed knowledge of each child through ongoing assessment [AfL]. We strive to ensure that all tasks set are accessible for all children and they have the support materials needed to achieve their objective. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected standard for the lesson and we use this information when planning for the next lesson. We keep this information as a record of the progress made by the class by noting on our planning and/or in children's books as part of marking.

Recording

We employ various methods for assessing a child's learning. The type of assessment we make, varies from subject to subject. We believe that it is unnecessary to keep a formal record of all these assessments; we record information that affects future learning.

Formal records of attainment are stored electronically and updated using Sonar. Steps for maths, science, reading and writing are currently recorded 4 times per year (October, December, March, May). This is for the purpose of tracking each individual child's progress in relation to their expected end-of-year targets. It also forms the basis of pupil progress meetings with the Head Teacher and/or Assessment Leader to identify children in need of additional support and groups for intervention programmes. Pupil progress meetings are scheduled five times a year. [See attached timeline.]

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We actively encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term, we offer parents/carers the opportunity to meet their child's teacher. During the first meeting of the school year, we review the targets we have identified for their child as well as collect up to date information on each child from home. During the second meeting of the year, (which we hold during the spring term) we evaluate their child's progress as measured against the targets and review the work completed by the child. During the third meeting of the year, we review their child's written report and the targets identified in it for the next school year (see next paragraph).

During the spring and summer term, parents are sent a written report of their child's progress and achievements during the year. In the report, we identify targets for the next term/school year. This is to ensure that parents are fully aware of their child's targets and what they need to work on to continue progress.

In the summer reports for pupils in Year 6, we provide details of the standard achieved in the national tests.

Feedback to pupils

Feedback to pupils is very important. It tells them how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible. We do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. [See marking policy for details]

Written feedback to a child is directly related to the learning objective for the lesson. We make clear whether the objective has been met and we produce and explain the evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases, we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage pupils to be peer markers of some pieces of work.

Consistency

To ensure that all our teachers agree and have a shared understanding of what constitutes the national standard from the National Curriculum, termly INSET is scheduled for moderating work in maths and English. This also supports a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

Tests

Children will carry out short assessment tasks at the end of each unit in maths and science. These tasks are set to expose children to the types of questions that they will be answering in the SATs at the end of year 6. They also allow teachers to assess the children and what they have learnt at regular intervals in order to assess them at the correct step for Target Tracker.

Monitoring and review

The monitoring of this policy is the responsibility of the Head teacher, supported by the Assessment Lead (DHT)

Assessment Timeline

	Autumn	Spring	Summer
Whole School	October and December teacher assessment of reading, writing, maths and science. Teacher assessments are tracked on Sonar Assessment Lead to analyse results, % of children on track (reading, writing, maths and science), those making accelerated progress, agreed pupils/ groups to track after each data capture (Sonar) Provision maps All class teachers to update class provision maps to outline the provision made for the children in their class. Identification of WTS, EXS and GDS children, children that are a cause for concern, focus groups and SEN needs (wave 1, 2 and 3) <u>Class attainment profile review</u> PPM held per class in October and December to identify children not making sufficient progress (needing interventions) at all levels End of term assessments carried out for reading and maths (Pira and Puma) in November Assessment grids completed for foundation subjects at the end of the term/unit Short review tasks carried out a few weeks after each unit is taught across maths, grammar and science.	January and March assessment of reading, writing, maths and science (Sonar) Assessment Lead to analyse results, % of children on track (reading, writing, maths and science), those making accelerated progress, agreed pupils / groups to track after data capture (Sonar) Provision maps All class teachers to update class provision maps to outline the provision made for the children in their class. Identification of WTS, EXS and GDS children, children that are a cause for concern, focus groups and SEN needs (wave 1, 2 and 3) <u>Class attainment profile review</u> PPM held per class in February to identify children not making sufficient progress (needing interventions) at all levels End of term assessments carried out for reading and maths (Pira and Puma) in March Assessment grids completed for foundation subjects at the end of the term/unit Short review tasks carried out a few weeks after each unit is taught across maths, grammar and science.	May and June assessment of reading, writing, maths and science (Sonar) Assessment lead to analyse results % of children on track (reading, writing, maths & science), those making accelerated progress, agreed pupils / groups to track after each data capture. (Sonar) Provision maps All class teachers to update class provision maps to outline the provision made for the children in their class. Identification of WTS, EXS and GDS children, children that are a cause for concern, focus groups and SEN needs (wave 1, 2 and 3) <u>Class attainment profile review</u> PPM held per class in May and July to identify children not making sufficient progress (needing interventions) at all levels End of term assessments carried out for reading and maths (Pira and Puma) in June Assessment grids completed for foundation subjects at the end of the term/unit Short review tasks carried out a few weeks after each unit is taught across maths, grammar and science. End of year reports sent out, with targets identified for the

	Autumn	Spring	Summer
	Ongoing weekly spelling and arithmetic tests	Mid-year reports sent out in February, with targets identified for the following term. Ongoing weekly spelling and arithmetic tests	following year. Ongoing weekly spelling and arithmetic tests
Year group specific	Year 3 Phonics screening for children who scored below 32 in KS1 Phonics groups identified RWI program initiated Baseline Pira/Puma assessment to gain reading age Year 4 Weekly multiplication practice Year 5 Phonics groups identified and reviews for Fresh Start scheme Year 6 December – Mock SATs week	Year 3 Children on RWI assessed and new phonics groups identified Year 5 Children on Fresh Start phonics assessed and new phonics groups Year 6 February – Mock SATs week	Year 3 Children on RWI assessed and new phonics groups identified Year 4 Multiplication Tables Check Year 5 Children on Fresh Start phonics assessed and new phonics groups Year 6 SATs in May SATS tests analysed to provide further information to inform both PPM and planning for future cohorts of Y6 pupils. Assessment leader to analyse SATs results against expected levels and other agreed statistics.